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ABSTRACT

The causes and symptoms of violence among children and adolescents can be complex and difficult to control. A strategy that was designed to help one youth center's staff, volunteers, and members recognize the signs and symptoms of verbal and physical violence is described here. The youth facility is located in a crime-ridden part of an urban community. The club's atmosphere had been darkened by a high number of violent acts (averaging three a day). As a first step, incidents were documented and precipitating factors for the violence were explored. A program was then implemented, which included all the stakeholders in the facility, to reduce the frequency of verbal and physical violence. The program objectives included the following: reduce aggressive behavior; provide training opportunities for staff, volunteers, and members in conflict mediation; hire more part-time staff; organize a youth panel; utilize parents and others to serve as mentors. Most of the objectives were met and the number of violent incidents declined. The increased safety of the facility led to an expanded membership, as well as an increase in volunteers from the professional fields. Fourteen appendices provide some of the forms used in this intervention. Contains 34 references. (RJM)

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ED 412 457

Creating a safe climate in a youth agency by recognizing signs and symptoms which lead to aggressive behavior and acts of violence

by
Ralph Dowe

Cluster 56

A Practicum II Report Presented to the
Ed.D Program In Child and Youth Studies
in Partial fulfillment of the Requirement for the
Degree of Doctor of Education

Nova SouthEastern University

1995

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Practicum Approval Sheet

This practicum took place as described.

Verifier:

Vice President, Wheeler Boys and Girls Club Advisory Board
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June 17, 1995
Date

This practicum report was submitted by Ralph M. Dowe under the direction of the Adviser listed below. It was submitted to the Ed.D Program in Child and Youth Studies and approved in partial fulfillment of the requirements for the Degree of Doctor of Education at Nova SouthEastern University.

Approved:

Date of final approval of Report

Dr. Roberta Silfen, Advisor

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I am deeply indebted to God for giving me the strength, wisdom and for guiding me down the right path in the long journey to complete this practicum. Plaudits and praises go to my adviser, Dr. Roberta Silfen, Dr. Mary Ellen Sapp and all my professors for believing in and supporting me on my long and tedious journey.

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ABSTRACT

Creating a safe facility climate by recognizing the signs and symptoms that lead to verbal and physical acts of violence: Dowe, Ralph M., 1995 Major Practicum Report, Nova Southeasten University Ed.D, Child and Youth studies. Descriptors: Aggressive behavior/Conflict mediation/Crisis control/Intervention/Juvenile Justice System. Deviant behavior/ Violence/Verbal violence/Physical violence/Youth gang.

This major practicum was designed to help staff, volunteers and members recognize the signs and symptoms that led to acts of verbal and physical violence in the writer's facility, as well as reduce the number of violent acts by members inside and outside of the facility

Stakeholders were involved in workshops and served as volunteer members of the respect team, mentoring group, Wheeler Youth Court and youth panel. The above groups helped to reduce the number of verbal and physical acts of violence in the facility by their active participation.

This practicum was successful and confirmed by the fulfillment of the goals and objectives subscribed by the writer:

Some of the indirect outcomes of the practicum was the generation of a major grant from a trust fund, increased collaboration between two section 8 housing development and a community development corporation, the opening up of an educational center and choir room in the upstairs part of the facility, which was not previously used and an increase in volunteers from the professional field.

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Signature

Chapter 1

Introduction

Description of Community

The Youth Organization in which the writer worked was located in a thriving midwestern city with a population of 813,000 people. The youth organization was situated in the northeast sector of this all league city and attracted members from four low income housing complexes, several single dwelling communities and from scattered communities throughout the city.

The business of the city where the writer worked was conducted by a City County Council, under the leadership of a president of the Council. The Council represented several townships responding to needs and interests of constituencies. For the most part, the relationship between Council members was almost intact, with the exception of how to finance new businesses moving to the city, a major league type baseball facility, a downtown mall, and a large downtown area amusement type park. A big debate was waged over the notion of whether to use tax dollars to finance the aforementioned projects or to rely heavily on the private sector for financing.

The Marion County Commission on Youth was restructured in order to provide maximized delivery of service for youth, increase collaboration, networking, and

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to help develop more youth program opportunities in depressed and crime ridden communities. In an effort to achieve the goal of maximum youth services, leaders of youth serving agencies in the writer's city convened to work out some solution strategies.

Over 48,000 students were enrolled in the largest school system in the state. Many problems emerged, due to massive changes, shift in the population and finances. Coupled with this was the escalating behavior problems, discipline, and low test scores. Efforts to correct these problems were not too productive, due to downsizing and an unexpected change in top leadership. The community had voiced concern about vestiges of destablization and wanted to see some positive results.

Writer's Work Setting and Role

The youth facility in which the writer worked was in a depressed, crime ridden community in the northeast sector of the city. The facility was comprised of 48,000.00 square feet of programming space. Members were provided program services six hours a day for a five day week period. Being an affiliate of a national youth organization, it was mandated that the facility should be open a minimum of twenty hours a week for programs for youth. Programs were conducted in a game room, library, arts and crafts room, kitchen, small gymnasium, large gymnasium, physical fitness center, woodshop, dental clinic, two multi-purpose rooms, and an olympic-sized swimming pool. In addition, numerous special

events and field trips were implemented. Also, members were involved in an array of camping activities at the 117 acres camp facility.

The writer's role as manager was to plan and manage the organization's programs, supervise and implement the organization's policies, staff development, training, guidance, problem solving, facility management, market and publicize the organization in the community, recruit staff, select volunteers, and develop an advisory board of directors.

He was responsible for involving a staff of two full time youth development professionals, seven part-time youth development specialists, volunteers, parent groups, and an advisory board of directors in ongoing training and guidance. The advisory board of directors consisted of fifteen men and six women who worked or lived in the community or had a special interest in youth. The advisory board of directors served in the capacity of working directly with the writer, assisting with problem solving, resource development and strategic planning. Volunteers and parents provided resources and time in helping to implement programs. The board of directors, volunteers and parents were involved in decision making and strategic planning. The writer was responsible for monitoring six program core areas, which include culture enrichment, social recreation, outdoor and environmental education, citizenship and leadership

development, health and physical education, and personal and educational development.

The writer was one of three youth development staff members who served on the corporate board of director's strategic planning cabinet. As a member of the cabinet, he was a chief proponent of including outreach programs, expansion of youth services, and the building of new youth facilities in the areas of need. He was an advocate for the empowerment of youth and collaborating and networking with other community based organizations.

Enrollment in the youth facility had remained around 1,200 from 1972 to 1989. The youth member population increased from 1989 to 1993, with the inclusion of girls into this once all boy membership. Because of the awarding of a grant by the city's housing authority, the four low income housing facilities were under construction with an occupancy level at about 60%. While the upgrading and construction was going on, over 200 members of the writer's facility were relocated.

Because of this, enrollment in the youth facility had decreased. Upon completion of the construction, the membership was expected to increase. In the single dwelling and scattered communities, the families were in constant transition. About 55% of the members lived in the four housing complexes, while 45% resided in single dwelling and scattered communities. The racial population of the

membership included 95% African-American, 3% white and 2% others.

Membership data files indicated that 69% of the youth were from single parent families, 75% receive some form of financial assistance and 20% of the parents did not completed high school. In addition, 10% of the members lived with grandparents, caregivers and legal guardians.

CHAPTER 2

STUDY OF THE PROBLEM

PROBLEM DESCRIPTION

Seemingly the unwritten rules and ways of doing things in the writer's facility were not being adhered to; particularly by new members. Purposely, designed rules were not posted in the facility. The expected behavior and ways of doing things were transmitted by members who had been involved in the club for an extended period of time. When new members enrolled in the facility the expected behavior, climate and culture of the club was discussed in a compulsory orientation, but the former and latter was reinforced by long time members who served as ambassadors in the club.

Sticking to the unwritten rules and doing things a certain way was the impetus for creating a positive and safe climate and culture in the facility. The climate of the club was being clouded by verbal and physical aggressive behavior, which lead to a high number of violent acts. The programs and activities in the six core service areas were being interrupted by members displaying verbal and physical aggressive behavior. A large number of youth were not renewing their annual memberships because of the problem.

Counseling, parent conferences and time out techniques were employed to arrest the problem, but to no avail.

Youth development professionals, volunteers and youth leaders were not prepared to help address the problem. They did not have the skills to be pro-active by identifying the

signs and symptoms which led to aggressive behavior by club members.

After reviewing the membership files from January 1, 1994 to May 1, 1994, it was discovered that over 300 members failed to renew their membership cards. Telephone calls and home visits were made to find out why they did not renew their membership cards (Appendix A). Over 200 youth cited violent behavior by some club members as the chief reason for not renewing membership cards. In addition, the respondents clearly indicated that some staff needed to be trained in order to be more aware of aggressive behavior by club members, which led to acts of violence in the facility. Also, several youth stated that some staff were too naive and didn't understand how stressed out youth are and what was happening in their lives.

Some staff felt a sense of hopelessness in addressing the issue about violent acts because of inadequate in-service training, added job responsibilities in implementing a new management system, fewer staff, and expanded hours of operation.

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PROBLEM DOCUMENTATION

The writer's role as director of the facility was to create a positive climate and ensure that it was a safe place for youth to go and grow. Disruptive behavior, aggression and verbal and physical acts of violence had stymied the implementation of the club's youth development strategy and the six core area service of programming.

Incident log sheets indicated that on an average day three violent incidences occurred (Appendix B). The incidents were of aggression, and rage, which led to verbal and physical violence. A summary of the log sheet is listed in Table 1.

Table 1

Summary of incident log sheet - January to May 1994

Month	Type of Issues	Number	Area (Highest)	
January	Verbal abuse	20	Gam	6
	Physical Violence	24	Gy	13
	Shoving	30	Gam	16
	Aggressive behavior	100	Gy	31
	Total - Aggressive Behavior that led to Acts of Violence	62		
February	Verbal abuse	24	Gy	10
	Physical Violence	27	Gy	13
	Shoving	35	Gam	14
	Aggressive behavior	110	Gam	36
	Total - Aggressive behavior that led to Acts of Violence	65		
March	Verbal abuse	21	Gy	8
	Physical Violence	30	Gy	12
	Shoving	32	SW	9
	Aggressive behavior	107	Gam	51

Table continues

Month	Type of Issues	Number	Area	(Highest)
March Cont.	Total - Aggressive behavior that led to Acts of Violence	65		
April	Verbal abuse	25	Gy	10
	Physical Violence	30	Gy	13
	Shoving	32	Gy	15
	Aggressive behavior	110	Gam	49
	Total - Aggressive behavior that led to Acts of Violence	59		
May	Verbal abuse	25	Gy	11
	Physical Violence	22	Gy	13
	Shoving	33	Gy	18
	Aggressive behavior	105	Gam	39
	Total - Aggressive behavior that led to Acts of Violence	60		

Legend GY = Gym SW = Pool Gam = Gameroom

Face to Face discussions at team meetings by outh development professional staff, part-time staff and volunteers resulted in a consensus that club members needed to improve communications, conflict mediation and observation skills. Another occurring theme was staff needed to improve skills in identifying aggressive behavior that led to acts of violence.

Of the 300 club members who failed to renew membership between January 1, 1994 and May 1, 1994, 201 cited disruptive behavior, not enough staff supervision, aggressive behavior and verbal and physical acts of violence in the club. A summary of the membership tracking sheet is listed in Table 2.

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Table 2

Summary Of Membership Tracking Sheet - January to May 1994

Reason For Not Renewing Membership	Age Category		Total Numbers
Moved to another community	C	10	25
	M	8	
	J	2	
	I	1	
	S	4	
Transportation	C	8	14
	M	3	
	J	1	
	I	1	
	S	1	
Lack of Supervision in Club	C	14	25
	M	8	
	J	1	
	I	1	
	S	1	

Table continues

Reason For Not Renewing Membership	Age Category		Total Numbers
Aggression, rage and verbal and physical violence	C	39	201
	M	30	
	J	51	
	I	65	
	S	26	
Staff Attitude	C	2	10
	M	2	
	J	2	
	I	2	
	S	2	
Don't Know	C	2	10
	M	2	
	J	2	
	I	2	
	S	2	

Table Continues

Reason For Not Renewing Membership	Age Category	Total Numbers
Too busy with other activities	C - 1 M - 2 J - 3 I - 1 S - 8	15

Legend: C=Cadet, M-Midget, J=Junior, I-Intermediate, S-Senior

A large number of youth who failed to renew membership during the aforementioned period, were in the club's age category of Cadets and Juniors. Too often youth in the Cadet category encountered a verbal and physical act of aggression and ended up getting intimidated as a result of not having the skills to mediate and report the encounter to a staff or volunteer. They stopped coming to the club and let their membership expire. Oddly as it may seem, but only about 5 of the parents or caregivers intervened and helped address the issue.

Most of the members in the Junior category were in the early adolescence stage of life. They were going through physical and psychological changes. In exploring their external world they faced many encounters with parents, friends and growing up. Since a large number of youth who frequented the club were already faced with the problem of growing up, the many perils of living in depressed homes, low self-esteem and self-worth, they projected a sense of hopelessness.

When they encountered aggressive behavior, acts of violence and feeling that a safety net was missing in the club, immediately they stopped participating. For the most part, they found alternative programs to be involved in. However, since the school and club failed to meet their unmet needs, they joined loosely knit groups.

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For nearly twenty years the writer had researched the impact gangs had on youth, how they help meet youth needs, develop positive esteem and self-worth and provided a safety net. He reviewed literature on the study of gangs in Chicago (Block 1985) and talked to gang members in the top ten cities in the United States. Compelling evidence support the notion that when the school, home, and neighborhood youth organizations climate had vestiges of youth exhibiting aggressive behavior and rage, which led to incidences of violence, they found refuge in a group that provided a safety net.

CAUSATIVE ANALYSIS

In the wake of the escalating number of gang related homicides, unemployment of teenagers and young adults and the unproductive usage of youth leisure time, the writer was forced to provide more services and expand the hours of operation. By responding to the call for more program hours for youth, the ratio of staff and volunteers to club members had almost doubled. On some days it was very difficult to implement the six core service area of the youth development strategy. Because of the demanding extra duties and extended hours of operation placed on staff and volunteers, their energies and drive was strained. Coupled with this was the increased aggressive behavior and verbal and physical violence which created a hostile environment. Staff and volunteers did not have the skills to identify aggressive behavior, along with observation and conflict mediation

skills. The in-service training did not focus on arming staff and volunteer with skills to become proactive in addressing confrontation and preserving a safe environment for club members.

To a substantial degree, club members did not exhibit pro-social skills, problem solving and moral reasoning skills. Also, there was a need for them to learn how to have face to face discussion, build positive relationships with sibling, peers and family members.

With the added pressure of staff and volunteers having to do more with less staff and volunteers, they felt that the traditional way of programming was too rigid and that club members should be allowed to just hang out, solving problems without any conflict mediation skills.

Although qualified youth development professionals were available in the club, they were too overwhelmed with paper work, generating revenue and attending meetings, rather than being available to support part-time staff and volunteers who worked closely with members. A few staff were in need of sensitivity and cultural awareness training in order to develop skills to communicate and understand the similarities and differences of constituencies.

Youth development professionals, part-time staff and volunteers needed to be involved in external ongoing training, rather than in-service training, which was uni-directional. Bi-directional, ongoing training helped heighten awareness of constituencies and increased skills

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in being proactive in addressing members verbal and physical acts of violence.

RELATIONSHIP OF THE PROBLEM TO THE LITERATURE

The widespread incidents of youth violence is a national concern. Community groups, policy makers, parents and youth have waged a campaign to help solve the problem of youth violence which has made our school, home, and neighborhood unsafe.

Although violence was not a new community issue, because of media influence, peer pressure, negative relationships, and the ability to access illegal drugs and weapons, the problem had escalated. Seemingly, youth who engage in acts of physical violence are getting younger. Wilson (1992) lamented that violence is caused by a "crimogenic society" based on a deep rooted mindset, which is reflective of the history of society. He further added that the tireless media campaign regarding acts of violence have forced many inner city youth toward anti-social behavior. One point which he failed to address was how the paradigm was shifting in relationship to the escalating number of reported youth related crime and violence in small rural and affluent communities. The stigma or perception that only inner city youth engage in violence still holds true. However, in rural and affluent communities many incidences of youth violence goes unreported due to the parent and caregivers ability to influence the legal system and media. Too often in order to sell newspapers, magazines, and to increase radio and

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television ratings, the media uses incidences of c me and violence as the lead stories.

Low self-esteem and self-worth was seen in youth living in the inner city. Some sociologists suggested that the culture of the inner city embodied a negative attitude which was passed on to youth Hare, & Hare (1984). This process drives youth to develop anti-social behavior and the development of unacceptable personalities. Too often in an effort to get respect, and be valued, aggressive behavior and acts of violence occurred.

A strong emphasis was placed on teaching pro-social skills which responds to the individual and others, enhanced interpersonal relationships, helped develop coping skills and improved observation skills Kurtz & Marshall (1986). It was important to develop a program that would help youth learn coping skills from a preventive and rehabilitative perspective. Additionally, the youth should discover how to use pro-social skills in order to interact in their internal and external environments and cultures.

Strayhorn (1977) stated that if people can work out an exchange of behavior, compromise, communicate and negotiate, a conflict could be averted. In creating a climate which fosters cooperation, and a positive relationship, it was critical for individuals or groups to access a kind act or will, or to perform a kind act.

The definition of climate denotes a favorable atmosphere for positive relationships and openness. Climate reflects

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the perspective of the organization, youth development strategy and six core service areas. They embody the notion that the way things are done, helped to make a member feel safe, develop positive self-esteem and have a trust relationship with staff and volunteers.

"Relationship is a human beings feeling or sense of emotional bonding with another" Perlman (1979). Human beings rely heavily on positive relationships with siblings, parents and peers. These relationships helped to meet physical, emotional, affection and nourishment needs. Too often when their needs are not met, pain occurs, which is acted out in anger and by aggressive behavior. When challenged, this aggressive behavior would result in verbal and physical acts of violence.

Ross & Wyden (1973) contended that many individuals cannot let anger go, which for the most part was transposed into aggression and violence. They pointed out violence was the "act of hurting oneself or someone else in order to keep from feeling physical and emotional pain". When individuals experienced the problem of not having some of the basic needs met, pain ensues, which results in aggression. In order to release the pain, violence occurs. Some individuals are subject to psychological scars which produced rage. Their children are provoked into acting out their anger for them. It was noted that negative perception projected toward the poor provided the fuel for labeling and self fulfilling prophecies.

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Starr (1968) related that all acts of aggression are not negative. When human development is blocked by imposed limits, vestiges of anger, rage, aggression and violence emerge. In numerous urban communities, children are restricted from satisfying some of their childhood needs due to social policies and poverty. Children exposed to firm disciplined, family environments are less aggressive and emotionally disturbed. When a child attempts to test out inappropriate behavior, they must be challenged by parents or caregivers. Without a challenge, the child turns inward against the self. Evidence of this aggression can be seen by outbursts and senseless rage.

Carter & Ministh (1993) found out that anger tends to linger, because some individuals don't want to change. For the most part, they want to hold on to the past. Individuals must manage anger, taking full responsibility for what they are. It is very hard to hold on to the past. Holding on to the past can perpetuate anger. New insights about life's attitudes and perceptions can help reduce anger.

Comer & Poussiant (1993) related that many adolescents have the skills to channel aggressive energy into activities which will help self improvement. For the most part, they have the skills to manage frustration and empty anger and rage, by joking and being involved in physical activities. They pointed out parents must not rationalize destructive behavior by children. Parents must learn to help children channel anger and frustration into constructive behavior.

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Additionally, children must be taught it is okay to talk or negotiate about an issue rather than use confrontation or violent acts.

Licata (1992) stressed that anger which can hurt an individual is called destructive anger. Destructive anger can be detected by the following signs which include the strength of it, intensity, how long it lasts, how it is expressed, who or what it will affect and whether the person, who is out of control, hurts others verbally or physically. When anger is intense and physical force is used, violence occurs. Other forms of anger include rage, fury and wrath. Some forms of verbal violence are gossip, destructive criticism, and a grudge. Licata suggested using self control to stop anger, which leads to verbal and physical violence.

Elgin (1980) found out that many individuals suffer from verbal violence. Unlike physical violence, there is no tangible evidence to support the act. An example of verbal violence would be someone lying about someone else. Of course, there are legal means to protect one against this act, however, there is no social service group to call for assistance. Since verbal violence goes much deeper than physical violence, one has a tendency to blame themselves, not the aggressor. The author presented a list of principles which can be used to know that you are under attack, know what attack you are facing and know how to make your defense fit the attack.

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Arterburn & Stoop (1991) pointed out that a number of root problems, which includes the absence of a father while growing up, low self esteem, immaturity, incompetence, guilt, fear, failure and role confusion, lead to violent acts. Unlike females, who are more apt to talk out painful experiences, males unwillingness and inability to talk about emotions, use aggressive behavior and acts of violence to express themselves. In short, the verbal or physical violence against another person is a release of pain and anger which is a by-product of a past experience.

Carlson & Leman (1989) examined the givers and takers concept. For the most part takers are more outgoing and task oriented, while givers are more laid back and in control of situations. To a large degree, takers are very selfish, exert very little contact and are more apt to break off relationships. They pointed out that by revisiting childhood memories to retrieve situations, which had a negative profound effect on behavior, certain techniques could be employed to help control behavior in later life. Individuals who experienced traumatic experiences, such as sexual abuse, neglect and acts of violence, often throw up walls to suppress painful memories. However, the pain sometimes reaches a point where individuals become angry, exhibit aggressive behavior and commit acts of violence on others.

Calhoun (1993) related that most youth are not violent and for the most part, don't want to be involved in acts of violence. He added that there are forces which pushed youth

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toward trying to develop respect by creating acts of violence. In addition, he noted that a large number of youth get involved in anti-social behavior only to get adult attention.

Patterson, (1994) lamented that based on the poll, the daily assault on children and youth are on the minds of non-white parents, caregivers and youth. He added that because of the high incidence of youth aggressive behavior and acts of violence most individuals are beginning to be inured to it.

Montgomery, (1994) stated that parental and economic stress can create a family environment that breeds aggressive behavior and acts of violence. Children are more apt to be influenced by the negative family environment and will demonstrate anti-social behavior.

Stith, & Weissman, (1986) pointed out that violence is a medical problem which should be treated from a mental health perspective. They added that the epidemic of violence is crippling our society.

If the incidences of violent acts are not stemmed, a population of young and late adolescents, coupled with teenagers and young adults will be destroyed.

Scherer, (1975) discovered that "ecological" factors which involve the inter-relationship of population and space may account for the high incidence of violent behavior in the inner cities. Seemingly, this point is valid when one thinks

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about the high incidence of violence in low-income housing complexes.

Montague (1976) pointed out that a debate has provided the fuel to suggest that the environment influences behavioral expressions. During the evolutionary history of civilization, men and women lived in peace and cooperation. As civilization evolved, with massive changes in technology, relationships crumbled. Competition increased, creating a sea of aggressive behavior by competitors. This competitive behavior, in some instances turns into violent acts.

Youth development professionals and researchers are beginning to support conflict mediation, observation and relationship building training as a method to help reduce aggression, anger and verbal, and physical violence. Seemingly, these skills should be taught at age one, along with developing a positive climate in the home, school and neighborhood youth clubs or centers. Also, the campaign to reduce or eliminate violence in the media industry should be stepped up.

CHAPTER III

Anticipated Outcomes and Evaluation Instruments

Goals and Expectations

The goal for the major practicum was to reduce the number of acts of verbal and physical violence by members, increase membership and participation by youth, parents, trustees and to create a positive climate in the writer's facility, and help members, volunteers and staff develop skills to recognize the signs and symptoms of verbal and physical violence. A concerted effort on the part of all the stakeholders, which included members, parents, trustees, neighborhood leaders and funding sources, worked together in the planning, implementation and evaluation of the blueprint which effectively achieved sound outcomes. A road map which helped the writer to chart the course for the journey proved to be key in the assurance that each objective was completed. The blueprint and road map kept all stakeholders on task and held them accountable.

Discipline problems and particularly acts of verbal and physical violence by children and youth is on the minds of teacher and parents, administrators and agencies who have youth programs. A review of the literature indicated that the problems of youth violence continued to escalate despite prevention and intervention. Although solutions to the problems seem to be bleak, there were countless numbers of

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successful exemplary violence prevention programs highlighted in the review of the literature by the writer.

Seemingly, the use of conflict mediations, using peers and parents as mediators, proved to be the leading type of prevention and intervention in the reduction of discipline problems and verbal and physical violence by children and youth.

Morales (1995) pointed out that a collaborative effort by community agencies to reduce violence using conflict resolution was highly effective. However, policy makers and leadership will be key in future prevention and intervention strategies. The crime bill by the Clinton Administration which was changed due to opposing views, would have provided the step in the right direction of taking a big bite out of crime and violence in the community.

Morales (1995) argued that a multi-organizational approach to solving youth violence is central toward decreasing youth violence. In addition, he lamented that by using a macrosocial, microsocial, psychosocial, and biological framework a profound examination of how the scope of violence is expanded can be articulated. He viewed a macrosocial response to violence as being one which expanded the scope of conflict, involving the total community. An example of the latter would be the sit-in of the 60's which expanded to include communities across the country. The scope of the conflict exploded into violence and led

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to a national change in policies. In the case of the microsocial response, a violent conflict occurs between two individuals which resulted in a small scale confrontation which limits the scope of the conflict. Schattschneider (1960) described the authoritarian scope of conflicts and controversies and the impact on challenging the status quo. Finally, a social need or a biological factor influences aggravates, or mitigates the cause for violent acts.

A highly successful campaign to wage a battle against violence was initiated by the Crisis Prevention Institute. Seminars and Workshop were held in various communities arming individuals with the skills to handle acts of violence. Along with this, participants received a Certification.

Expected Outcomes

The Objectives for the Practicum were:

1. To reduce aggressive behavior and other factors which lead to acts of violence in the writer's facility.
2. To provide training opportunities for staff, volunteers and members in conflict mediation, observation, and sensitivity issues, communications, and cultural diversity.
3. To improve the climate in the writer's facility creating an environment where members who failed to renew membership will re-enter the facility.

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4. To develop a resource development plan to generate additional revenue to hire more part-time staff.
5. To involve members in the football and cheerleader grid program and the wall of respect.
6. To organize a youth panel group and a youth jury consisting of ten members from the five age divisions.
7. To utilize parents, members and staff who will serve as mentors, assisting with defusing aggressive behavior and verbal and physical violence in the writer's facility.
8. To review current youth violence prevention models or exemplary programs and integrate segments of them into the facility's eight month practicum.

Measurement of Outcomes

The Measurement of expected outcomes were:

The measurement of the outcomes were as follows:

1. Aggressive behavior that led to acts of verbal and physical violence in the writer's facility were reduced during the eight month practicum.
2. Training opportunities for skill enhancements in conflict mediation, observation, sensitivity issues, communications, and cultural diversity were conducted for 160 parents, staff, members and volunteers.
3. Thirty five percent of the 200 members who failed to renew membership in the writer's facility between January 1 to May 1, 1994 renewed their membership.

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4. A successful resource development plan was launched, implemented and generated revenue to hire three part-time staff for 15 hours a week.
5. One hundred members exhibiting positive behavior participated in the football and cheerleader grid program (Appendix C). They were awarded points for developing positive behavior, showing respect and setting a positive tone for the climate in the facility. The first 50 members who obtain 140 points had their picture taken with their family and placed on the wall of respect in the facility.
6. The Wheeler Youth Court and youth panel, consisting of ten members ages 10 to 18 were selected and trained to help mediate behavioral problems and acts of violence in the facility and to participate in monthly panel discussions on youth violence.
7. Parents, members, volunteers and staff served as mentors and helped defuse aggressive behavior and verbal and physical violence in the writer's facility. They made referrals to the writer, who set up hearings with the Wheeler Court to determine what type of behavior modification would be imposed.
8. The writer, Wheeler Youth Court, and the mentoring group reviewed five current youth violence prevention programs, and reached consensus on how to integrate segments of those programs into the practicum.

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DESCRIPTION OF PLANS FOR ANALYZING RESULTS

In some instances, particularly during youth meetings, the writer used a tape recorder to ensure tnat proper and immediate responses were made to issues which related to improving the climate in the facility. Additionally, the use of a daily log book helped to control the flow of the plan and intervention to reduce the high incidence of acts of verbal and physical violence in the facility.

A meeting was held weekly between the writer and a core group consisting of a youth, parent and a staff to review the log book and tapes and to make any needed deletions or additions. The goal for the process was to make sure that the correct information was being documented. Included in the collected data were information about observations, questions, barriers to intervention, expected and unexpected events.

The leadership provided by the mentoring group was very productive in the administering of the pretest- mid-point test-post-test, youth discussion groups, observing and monitoring and defusing of potential acts of verbal and physical violence in the facility.

The visibility and the active involvement in the facility by the mentoring group created a trust relationship between members and staff. Also, the mentoring group became personal stakeholders and a powerful coalition to help access more resources for the facility.

Each member of the youth panel made telephone calls to members and conducted person to person interviews with members to obtain reactions about the safety issues in the facility.

The evaluation used in the practicum was designed to address safety issues in the facility and to generate a list of suggested solutions.

The pre-test was used to help determine to what degree members understood the scope of the problem. Conversely, the post-test which was administered eight months later, using the same participants who took the pre-test, was designed to determine if their understanding of the scope of the problem increased or decreased due to the intervention by the practicum.

The writer compared the pre and post test results to see if the intervention increased the subjects awareness of how to detect the signs and symptoms that led to acts of verbal and physical violence in the facility.

At midpoint of the practicum a midpoint test was administered. Based on the responses, along with suggestions from the mentoring group and staff a few changes were made. Among changes made were the planning of fun activities for the Wheeler Youth Court, youth panel, mentoring group and a program to recognize the participants for volunteering their time and input. Several youth, adult mentors and volunteers received recognition from a local television station,

"We Value Youth" award program, and a volunteer recognition dinner.

To effectively spell out each phase of the goals, objectives, action plan, and time line, the writer used a planning by objective youth development instrument (Appendix D).

The youth development instrument helped to keep the volunteers and writer on task and to articulate effectively about the purpose of the practicum.

Incorporated in the youth development instrument planning guide was a section which reflected the cost factor to conduct the practicum and provisions to hire three additional part-time staff to help provide more programs and supervision in the facility (Appendix E).

Finally, a commitment to quality audit was conducted by the program committee and the writer to determine if the climate in the facility had improved from the period of January 1, 1995 - May 31, 1995 to that of January 1, 1994 - May 31,1994. The criteria used to measure the effectiveness of the performance standard in the commitment to quality audit provided a base for the writer to operate from. The writer had established a goal to enroll 100 of the youth who failed to renew membership during the period of January 1, 1994 to May 31, 1994. The accepted standard was set at a minimum of 90 renewals which was met. Also, the goal to reduce the reported number of verbal and physical violent

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acts by members was realized in accordance to the performance standards.

The use of the evaluation instruments, proved to be central in the writer's efforts to implement the practicum and most importantly to solve a social issue making the facility a safe place for children and youth to go, grow and develop.

CHAPTER IV

SOLUTION STRATEGY

DISCUSSION AND EVALUATION OF POSSIBLE SOLUTIONS

The writer's facility climate and high number of aggressive behavior by members which led to acts of verbal and physical violence needed to be addressed.

A study performed by the Indiana Youth Institute Erikson (1993) yielded data that stated the number one issue on the minds of educators, community leaders, parents, caregivers and youth service providers is aggression, rage, fear, and disruptive behavior, displayed by children and youth. Seemingly, a large number of youth are out of control and are threatening the safety of others and disrupting leisure and learning environments. Erickson and her colleague developed a healthy blue print which should help children and youth meet some of their developmental needs, articulate emerging needs and to develop a healthy and nurturing environment in the home, school and neighborhood. She lamented that it is crucial to ensure that a holistic method is employed to reach maximum efficiency.

Wells (1980) investigated non-defensive communication and how control of self can bring out personal worth, self-confidence, self esteem and personal integrity. Too often individuals give control of themselves to others responding to their actions. By keeping control over oneself, pressure from peers or other individuals will be lessened.

Individuals can control their space by controlling themselves. By not being able to control space, a high level of anxiety can occur, leading to defensiveness. Eventually defensiveness can trigger anger, pain, and aggressive behavior. By looking at one's strengths as informal, accessible, visible, asking, placing an emphasis on hearing rather than relating relentless curiosity over others, view a situation to control defensive communications, should help an individual to control a verbal confrontation. It is okay to be self critical, but in order to perform better at keeping control, one must constantly stay focused.

Comer & Poussaint (1976) pointed out that the solution to the problem of youth violence goes beyond the school, beyond change, leadership, and management. Inadequate social policies translate into homes and communities which cannot solve problems and operate from a reactive perspective. Coupled with the aforementioned are negative perceptions manufactured toward poor people and diverse groups.

Perhaps it is not surprising that social policies and the red tape that one has to go through prevents solution strategies from working to solve youth violence. Failing to win support for workable solution strategies and by using band-aid solving techniques, the problem can actually worsen.

Smith (1994) pointed out, children and youth in our country are spending too much of their developmental years growing up in violent and unsafe environments. It is very

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common to see a large number of youth who exhibit anti-social behavior. To a substantial degree, the youth have unmet needs due to the formal and informal environments and institutions which have failed them.

Edelman (1992) pointed out the child is not safe today because we live in a nation that is "spiritually impoverished, morally lost and ethically confused". Edelman compared today's children with some Vietnam combat veterans, who illustrate violent behavior due to combat action in Vietnam. She lamented that our leaders have failed to attack the enemies which are poverty, hopelessness, violence and racism.

McKay, Macky & Rogers (1989) discovered several techniques which can be employed to control the escalation of anger. They cited "time-out", and "T" time as being the most successful technique. Children and adults should be taught how to identify early warning signs to decide when to stop talking to avert confrontation. The person who is starting to get angry should get a cue and agree to leave the arena of confrontation to cool off. It is suggested the use of a time out contract to ensure that the rules of the "T" time are being adhered to. Since violence is often the result of unmet needs, steps should be taken to fulfill these needs.

Dorman (1989) developed a dream exercise for youth development professionals, teachers, and individuals

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working with youth to use to help recall their young adolescent life and to revisit memories which had a profound effect on them. The intent of this exercise is to help youth workers, educators and parents to get a clear picture of what went on in their lives and how it compares to what is happening to young adolescents today.

Hankins & Hankins (1988) contend that teachers and those individuals who teach and work with youth should be constructive role models. They should not be authoritarian because it often provokes disruptive behavior in their youth. Teachers and youth workers must show youth respect. To a large degree, a loss of respect translates into youth disruptive behavior. A more democratic environment should be created where youth can have positive, reinforcement.

Erickson (1993) cited recommendations from the Indiana Commission to call for family preservation services. Services would be provided to families on a 24 hour a day basis. The general consensus, is that by helping to alleviate distress and stress within the household, a positive environment would be enhanced. In addition, families would be able to receive help in personal/family counseling, outpatient mental health care, personal advocacy, suicide prevention and crisis mediation, mutual support groups, paired support, life skills education, and community education information. This solution strategy seems to be more in line with the

thinking of Comer (1976), Poussiant (1976), and Edelman (1992). They pointed out inadequate social policies, personal agendas, and negative attitudes toward poor and minorities in our country are the chief reasons for destablization, dysfunctional families and a breakdown in values.

Despite his non-traditional view of mediation, Wilson (1985) noted that a large number of researchers and theorists view mediation from a myopic and religious realm. In his calm technique approach, an individual is taught how to recognize their calm center. The calm center is a base to help one forget about the past and be concerned about the future. By creating a new world of peace, creativity, insight and wisdom, the pain that leads to anger and acts of aggression will be arrested. Aggression can be attributed to impatience, and wanting immediate results and power. The calm technique skills would help children control aggression and consider resolving issues rather than physical confrontation.

Weathers (1993) emphasized that inner city communities have always been confronted with a multitude of problems. At one time, automatic boundaries, which created turf for youth, forced them to mediate disputes among themselves. With the easy access to guns, very little mediation goes on between youths. Guns have become the way to enforce boundaries of turf. Many child development specialists, youth workers and educators are implementing violence

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intervention and prevention programs. Stith & Weissman (1986) state that a campaign similar to the one launched to stop cigarette and drug usage should work well to eliminate youth violence, which is a learned preventable behavior.

DESCRIPTION OF SELECTED SOLUTIONS

After a review of the literature and the endless suggestions made for effective approaches in organizing a program to reduce aggressive behavior which led to acts of violence in the writer's facility, a proactive perspective was employed.

The writer used the reward system to promote the reinforcement of a positive facility climate for members. McKay, Mackey & Rogers (1989) recommended using "time out" and "T" time to help control aggressive behavior. Too often rewards were not meted out for individuals who displayed positive behavior. Additionally, parents and caregivers were not involved in the reward system and armed with the necessary skills to create a safe climate in the home. By involving members and families in the football grid and wall of respect, an effective collaborative effort between members families and staff occurred.

Staff, members, volunteers, and parents attended weekly sessions focusing on the development of conflict resolution skills and learned how to recognize signs and symptoms that led to violent acts.

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The Wheeler Youth Court heard cases of violent acts by members, and made recommendations to staff on ways to help improve members inappropriate behavior. While being encouraged to exhibit positive behavior, members were given opportunities to become peer facilitators. All efforts were made to help regain the positive and safe climate in the facility.

Soliciting parents and teachers to visit the facility and serve as mentors provided positive role models and the fuel for solution strategies in the re-creation of a safe facility environment.

The writer was responsible for the recruitment of staff, volunteers and youth, who helped facilitate the program. He maintained records and kept a daily log on all activities involving the practicum. Finally, the writer devised some guidelines for other youth organizations to employ to help address similar issue.

REPORT OF ACTION TAKEN

1. Month 1. The writer recruited, trained and provided orientation for twenty five volunteers who became members of the respect team. Fifteen members ages 10 to 18 were recruited and trained to serve on the Wheeler Youth Court. Boundary breaker activities were used to help facilitate training and create teamwork.

The volunteers helped to defuse aggressive behavior, provided conflict mediation and referred members who constantly exhibited aggressive behavior to the Wheeler Court, who reviewed behavior problems and made recommendations on ways to help improve aggressive behavior.

2. Month 2. Telephone calls, personal interviews and home visits were made to the 300 members who failed to renew membership for the period January to May of 1994. Each volunteer, with the assistance of a part-time staff, spent two hours weekly with twenty club members helping rebuild their trust level and to assure them that the facility was a safe place with fewer incidences of aggressive behavior that led to acts of violence. Also letters were sent to parents to get an approval for members to participate in the program (Appendix F).

3. Month 3. A pre-test was given to 50 of the former members who decided to renew membership and become a mentee of one of the volunteers who helped to create a positive and safe facility environment. A post test was given at the end of the eight months practicum to 50 of the members who were recruited to renew membership

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in order to measure the effectiveness of the program which was designed to create a positive and safer environment in the facility. A wall of respect was used to recognize members and their families for good behavior and good deeds (Appendix G).

4. Month 4. Biweekly mini-workshops were held, focusing on building positive relationships. Individuals from the blue collar workplaces, parents, youth and the business community were invited to facilitate sessions.

5. Month 5. Reaction forms were given to volunteer, members and staff, to generate responses about the program (Appendix H). Suggestions compiled by the aforementioned, were used to determine if any changes needed to be made to the program. Additionally, weekly open forums were held to afford all club members opportunities to speak out about any aggressive behavior or acts of violence in the facility.

6. Month 6. Ten club members were selected from the group to participate in panel d scussions focusing on youth violence in the community. The panel discussion team participated in schools, churches, civic clubs, colleges and universities,

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neighborhood associations, seminars, workshops, and conferences focusing on aggressive behavior and youth violence.

7. Month 7. Volunteer, staff and members of the youth panel team helped facilitate a parents town meeting. Additionally, the youth panel team had a face to face dialogue with trustees, sharing a written report about the parent-town meeting and put together a strategic plan to ensure that the ratio of staff to members was reduced and that ongoing training will be conducted to ensure training of staff, members and volunteers.

8. Month 8. A commitment to quality evaluation was made of the facility by the writer to measure the climate in the facility to see if changes occurred. Also, a post test was given to the members who took the pre-test to see if their attitude changed about the club environment. Also data generated by a wall of respect recording chart was used to help write proposals for funding (Appendix I). Evaluations were completed by staff, mentoring group, volunteers, the respect team, the youth panel, Wheeler Youth Court, and the writer (Appendix J). A celebration luncheon was held for all participants to pay tribute for their involvement in the eight month practicum.

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CHAPTER V

RESULTS, DISCUSSION, RECOMMENDATIONS AND DISSEMINATION

RESULTS

The scope of the problem in the writer's workplace was an escalating number of verbal and physical acts of violence by members and a drastic reduction in renewal membership during the period of January 1, 1994 to May 31, 1994.

Seemingly, an open door policy, a lack of sufficient staff and supplies, peer leadership, and positive adult involvement prevented a substantial number of members from renewing memberships. Also, an unexpected shortfall in a fund raising campaign, coupled with a rejection of several mini grants to help maintain part-time staff, proved to be a major factor in the absence of adequate programs, supervision and safety measures in the writer's facility.

Seeing the need to address the social issue, along with ways to seek resources, the writer, who is the manager of the facility, with help from two trustees, developed a practicum to generate some solution strategies.

The following paragraphs will focus on the outcome, objectives reflecting the actual results:

The outcomes were:

Outcome Measure 1.

To reduce aggressive behavior and other factors which lead to acts of violence in the writer's facility.

1. At first, the writer seemed to be very optimistic that the goal of reducing the

reported number of violent acts in the facility by 33% for the period of January 1995 to May 1995 would occur. Although the goal was not realized, membership and participation surpassed the writer's expectation.

The writer learned that a major factor contributing to the increase in violent acts in the facility was the open door policy. The open door policy afforded members the opportunity to enter, leave and return to the facility whenever they pleased, within the hours of operation. Reports from the observation groups and parents provided data which revealed that on an average day, five members would get upset about an issue in the club, leave and go outside and try to physically resolve the dispute.

2. To provide training opportunities for staff, volunteers and members in conflict mediation, observation, sensitivity issues, communications, and cultural diversity. Using conflict mediation skills, peer leaders were able to help reduce the verbal and physical violent acts occurring outside of the facility by 50%.

Outcome Measure 2.

As many as 160 parents, staff and volunteers who demonstrated leadership, commitment and the motivation to explore a wide variety of interventions to help reduce the number of verbal and physical violence acts in the writer's facility participated in an array of skill building and informational workshops. These workshops helped broaden the participants' perspectives on recognizing signs and symptoms that led to disruptive behavior and acts of violence. In addition, their leadership skills were enhanced so that proactive approaches to suspected acts of violence in the writer's facility could be used.

The success of the workshops was attributed to the trust that was developed between the participants and facilitators. Ice breakers and other fun type exercises were employed to help participants open up, express feelings and contribute to the generation of solution strategies.

These workshops provided the fuel for the implementation and success of the writer's practicum.

Outcome Measure 3.

To improve the climate in the writer's facility creating an environment where members who failed to renew membership will re-enter the facility.

The recognition of the importance of creating a safer climate in the writer's facility provided the fuel to take immediate actions for improvements. What had happened, due to an escalation of verbal and physical violent acts by

some members, was a failure of members to renew annual membership. Although it is common for membership renewals to decrease, a 50% rate was greater than usual.

A closer look at causes of a drastic reduction in membership renewal revealed that 15% of the members who failed to renew membership, attended the facility three times or less between January 1994 to May 1994.

To resolve this problem, more volunteers were recruited and trained to provide more supervision. Additionally, the writer identified members who were part of the problem and involved them as solutions to the discipline problem in the facility. They were trained as peer leaders and facilitators for some of the workshops.

The goal of a 50% renewal of the 200 members who failed to renew membership between January 1 to May 1994 was not realized. The writer learned that 26% of the targeted members had moved and left no address, while 5% were too old to renew membership. However, 31% of the youth renewed their membership.

Far more important than realizing the goal, was the increase in new members, the frequency of attendance by renewal members and a surprising increase in daily attendance.

Outcome Measure 4.

To develop a resource development plan to generate additional revenue to hire more part-time staff.

What is clear is private and federal financial support for social programs is dwindling. However, social issues are escalating so rapidly, social service agencies are scrambling to find alternative sources of funding. For the most part, social service agencies are beginning to collaborate and put together comprehensive resource development programs to generate revenue.

A recent reduction in funding due to an unexpected shortfall in a fund raising campaign forced the writer to reduce staff and activities. The unexpected shortfall resulted in the laying off of seven part-time staff, and a 25% cut in activities and supplies.

With a sound budget, the writer had set a goal to provide 125 programs by objective activities which would have translated into 7000 annual clock hours for constituencies.

Using the planning by objective program strategy, which is designed to illuminate all aspects of an activity such as a youth development strategy, goals, objectives, cost for materials and staff and outcomes, the writer and youth advisory group developed a resource development program.

The resource development program proved to be highly successful in that the advisory board funded five PBOS activities and a large corporation funded three additional ones. Also, a local church provided volunteers and supplies to conduct three PBOS activities. Finally, a proposal to a

large trust is pending to finance twenty five other PBOS activities.

With financial and volunteer support, the writer was able to hire four additional part-time staff, purchase supplies, and have the dependable service of three volunteers.

By adding staff and volunteers to the personnel team supervision, quality activities and visible signs of positive attitudes and behavior of members was very evident.

Outcome Measure 5.

To involve members in the football and cheerleader grid program and the wall of respect.

Active use of bulletin boards, flyers, newspaper articles and particularly the public address system in the writer's facility, helped to publicize the football and cheerleader grid and the wall of respect. A campaign to recruit 100 participants exceeded the writer's goal by forty.

Although the writer's goal was to take the first fifty families who were inducted into the wall of respect out for dinner, they also received clothing items. The extra incentive was made possible by a local physician who was impressed with the concept.

Surprisingly, forty percent of the families and participants who were taken out for dinner and received clothing items sent personal thank you letters to the writer. The writer was somewhat baffled that only twenty

five families appearing on the wall of respect had personal family pictures. Subsequently, the writer purchased a camera and took the family pictures for the wall of respect.

Finally, the football and cheerleader grid and wall of respect is now a major attraction for visitors and staff from other youth organizations.

Outcome Measure 6.

To organize a youth panel group and youth jury consisting of ten members from the five age divisions.

Efforts to develop a youth panel and youth jury met some opposition. A concern about the effectiveness of a youth panel in responding to solutions in relationship to youth verbal and physical violence was aired by a few parents and board members. However, the issue was resolved by the writer meeting with the former and latter, spelling out the plans for training the youth to serve on the youth panel. Conversely, in the case of the youth jury, modification had to be made. Changes in the youth jury began with a change in the title. The new title was the Wheeler Youth Court. Members of the Youth Court assisted the writer in meting out consequences to members for disruptive behavior and acts of physical and verbal violence. Of course, the Wheeler Youth Court, staff and the writer devised written procedures to determine the consequences. On some occasions the youth court would cite members for positive behavior by submitting names to be placed on the cheerleaders and football grid and the wall

of respect. Several members who had received consequences for committing violent and verbal acts in the facility showed such improvement after the intervention, that their names were placed on the wall of respect. A unique feature of the process was that every member who violated the rights of others by disruptive behavior and committing acts of verbal and physical violence were afforded opportunities to get back in the facility and to become an active part of the positive club climate.

Due to scheduling conflicts and a high demand for the youth panel to participate in discussions on youth violence, the goal was not realized. However, steps were taken to plan youth town meetings in the facility to afford all members opportunities to speak out about youth violence issues.

Outcome Measure 7.

To utilize parents, members and staff who will serve as mentors, assisting with defusing aggressive behavior and verbal and physical violence in the writer's facility.

Active parental and caregivers participation in schools and after school programs had been disappointing. In reviewing the literature Ranzoni (1989) pointed out that special areas should be set aside for parents so that they will have a sense of ownership and feel a vital part of a school. Parents and caregivers need to have certain needs met. They want to be accepted as individuals not because of their educational level or standing in the community.

Taking a notice to information gleaned from the literature, the writer made modifications in the facility. A lounge area was developed for parents and caregivers. Additionally, staff and volunteers were involved in a respect for parents and caregivers workshops, which enhanced their skills in communication, respect and appreciation for members' families.

Efforts to recruit parents to serve as mentors was overwhelming. The response was so great, some parents had to be placed on a waiting list. Nearly each day parents can be seen serving as mentors or participating in activities in the parent's and caregiver's lounge.

The goal of involving members and staff to serve as mentors was met. Collectively, parents, members and staff helped define aggressive behavior and verbal and physical violence in the writer's facility. During the period of March to May of 1995, over 200 referrals were made to the Wheeler Youth Court. Out of the 200 referral hearings, ten members had to forfeit their membership because of creating incidences which instilled fear in members and deterred them from attending or renewing memberships in the facility. Apparently, after permanently forfeiting the membership of the aforementioned members, the word got out in the community resulting in an increase in membership and daily attendance.

Outcome Measure 8.

To review current youth violence prevention models or exemplary programs and integrate segments of them into the facility's eight month practicum.

If the problem of violence is to be solved or reduced, it is crucial to look at violence prevention programs which were successful. Individuals and groups must share and must pursue solutions together, creating safe school, home, community and neighborhood organizations.

The writer's move toward solution to the problem of verbal and physical acts of violence in his locality by developing a Wheeler Youth Court and a mentoring group. The groups had a two-fold purpose. First, the groups heard behavior problems and acts of physical and verbal violence cases by members; making recommendations to the writer about consequences. Secondly, the Wheeler Youth Court and mentoring group reviewed five youth violence preventive programs, which demonstrated successful outcomes.

The youth violence prevention programs examined, included the crisis prevention initiatives, numerous conflict mediation models and the National Urban League Stop The Violence Campaign.

With all the information gleaned from the aforementioned youth violence prevention programs, the writer was able to integrate some of the concepts which played a key role in the success of his practicum.

DISCUSSION

The unraveling problem of verbal and physical violence in the writer's facility caused the organization to lose members, but also created opportunities for retrenchment renewal, strategic planning and to involvement of grassroot stakeholders in generating solutions.

What the writer discovered through the personal telephone calls, school and home visits, and follow-ups, made to over 300 members, who had failed to renew membership between January 1, 1994 to May 31, 1994, that the youth wanted to renew their membership with an assurance that the climate would be safe. Moreover, the inactive members had learned through the grapevine and friends that a major change was unfolding in the writer's facility.

To effectively assess the intervention plan to reduce the incidences of verbal and physical violence in the writer's facility and to help members and staff develop skills to recognize the signs and symptoms of violent behavior, the writer used 50 of the 100 members who renewed their membership as the controlled group, as well as the Wheeler Court, youth panel, respect team and mentoring group.

Table 3 illustrates the January to May 1994 and for the same period for 1995 summary of reported incidents of verbal and physical violent acts by members in the writer's facility.

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Table 3

Reported Incidents for January to May 1994 and 1995

Month	Verb Vio	Phy Vio	Shov.	Aggr. Beh.	Aggr.Beh. that led Acts-Vio	Totals
Jan. 1994	20	24	30	100	62	236
Jan. 1995	17	22	35	96	55	225
Feb. 1994	24	27	35	110	65	261
Feb. 1995	20	24	34	90	62	230
Mar. 1994	21	30	32	107	65	255
Mar. 1995	19	25	34	96	59	233
Apr. 1994	25	30	32	110	59	256
Apr. 1995	23	25	34	95	47	224
May 1994	25	22	33	105	60	245
May 1995	22	20	34	89	53	218

These results show that the cumulative numbers of reported incidences of verbal and physical acts of violence decreased from January to May of 1995 compared to the same period for 1994. The biggest decline occurred in the area of aggressive behavior while yet the most significant decline in the monthly totals occurred between April of 1994 and April of 1995.

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The fifty renewal members took the pretest, midpoint test and posttest (Appendix K). The goal was to determine to what extent the practicum had on increasing their knowledge about the facility's climate and in identifying signs and symptoms that led to acts of verbal and physical violence.

The fifty tests takers included subjects who fell in the cadet 6 to 7, midgets 8 to 10, juniors 11-13, intermediates 14-16, and seniors 17-18 age classifications. Additionally, 25 males and 25 females took the test.

The questions for the test were generated from numerous members, volunteers, community groups and staff. Also a review of several conflict mediation programs provided additional ideas on how to construct the test. Perhaps the biggest resource resulted from courses the writer took focusing on research and evaluation one and two at Nova Southeastern University. As a result of taking the course, the writer developed skills to construct questionnaires, tests and evaluation instruments.

A plan was designed to address the problem of pretest takers who might drop out of the intervention program; move out of the community and who might be unavailable to take the postest. Ten of the pretest takers fell in the above category. This meant that only 40 of the pretest takers took the posttest.

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Table 4 displays the pre and post-test results and illuminates an increase in the forty subjects awareness of the signs and symptoms that led to verbal and physical acts of violence in the facility.

TABLE 4

PRE-TEST, POST-TEST SCORES COMPARISONS.

SUB.	PRETEST	POSTTEST	DIF.	SUB	PRETEST	POSTTEST	DIF.
1	50	70	20	21	60	70	10
2	50	80	30	22	50	60	10
3	80	80	0	23	60	80	20
4	70	70	0	24	50	60	10
5	60	70	10	25	70	60	10
6	50	60	10	26	80	70	10
7	50	60	10	27	70	70	10
8	70	80	10	28	60	70	10
9	80	90	10	29	50	80	30
10	60	70	10	30	70	80	10
11	50	60	10	31	80	90	10
12	70	70	0	32	70	80	10
13	80	80	0	33	60	70	10
14	80	80	0	34	60	60	0

Table continues

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Pre-test, Post-test Scores Comparisons

15	70	80	10	35	70	90	20
16	60	70	10	36	70	90	20
17	60	70	10	37	60	80	20
18	60	70	10	38	50	60	10
19	50	80	30	39	70	80	10
20	60	70	10	40	80	80	0

Forty of the 100 renewal members took the pretest and posttest to measure their degree of awareness of the signs and symptoms that led to acts of verbal and physical violence in the facility. The data indicated that 31 of the post-test scores increased, whereas 9 did not improve. The cumulative post-test scores improved by 9.8%.

The teamwork and cooperation between the respect team, mentoring group, Wheeler Youth Court, the youth panel, and the writer proved to be the key factor in the implementation of the practicum.

The writer relied heavily on a work-study student, staff and volunteers to help conduct the pretest, mid-point test, post-test, facilitation of the workshops, supervision, selection of members for the Wheeler Youth Court and the youth panel and to make recommendations for the respect and mentoring team.

It was a shared belief by all volunteers, members, staff and the writer that the intervention which was spelled out in the practicum was needed to help or virtually eliminate the mounting discipline problems and acts of verbal and physical violence in the facility. The scope of the issue had expanded to include the immediate community who took a stake in helping to solve the problem.

The involvement of the stakeholders in the community provided volunteers to serve as mentors and members of the respect team. Additionally, several community individuals who has expertise in facilitating workshops volunteered their services.

Members of the facility's Keystone Club and youth programs advisory council were recruited to serve as members of the youth panel and Wheeler Youth Court. The volunteers attended a volunteer orientation workshop and two inservice training sessions.

Each adult mentor was given a list of twenty members to call to inform them that they would be serving as a mentor. The mentors spent a minimum of two hours a week for four months with members in their group. To a large degree, the mentors helped the members rebuild their trust level and gain a sense of being safe in the facility. Also, the mentors got the permission from the parents for their children's involvement.

The respect teams and mentoring groups viewed their participation with members having difficulties with behavior

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problems, positive self esteem and fear as a challenge and opportunities to help make a difference in the lives of youth and to make the writer's facility a safe place for other youth to go and grow.

After numerous calls around the country to youth organizations who had conducted teen courts where peers tried other peers for breaking the law, the writer finally received some valuable literature from an affiliate in Galveston, Texas. By building on the teen court concept, the writer and members of the respect team designed the blueprint for the Wheeler Court. However, unlike the teen court which operated under the guidance of a Judge, the Wheeler Court was supervised by the respect team and the writer and only heard cases involving disruptive behavior and acts of verbal and physical violence in the writer's facility.

Out of 200 referrals made by staff, and the mentoring group, ten members had to forfeit their membership because of instilling a wave of fear and intimidation in the facility.

In an effort to crack down on the negative behavior displayed by members, the volunteer groups and writer were very consistent in adhering to the practicum outline. Very little changes were required, due to stumbling blocks.

The football and cheerleaders grid and wall of respect was a major incentive for members to show respect, say thank you, please, do good deeds, solve problems through face to

face discussions, rather than fight physically and help conduct volunteer programs in the facility. Oddly, as it may seem, the first member who obtained 140 points and inducted on the wall of respect, was a fourteen old special education student who had demonstrated disruptive behavior at home, the school and the writer's facility. After reaching the wall of respect, it was articulated by his mother that his behavior had improved at school and at home. The mother related that her son's getting respect for the positive things and being in a positive place for youth, were the motivation behind the change.

Seemingly, every member was knowledgeable about the wall of respect and worked hard to obtain points to have their name included. Enrollment in the facility skyrocketed because of the positive and safe climate created by the writer's practicum.

To continue to keep the facility safe and to have ongoing training of staff to help them recognize signs and symptoms that led to disruptive behavior and acts of verbal and physical violence, the writer and advisory board will seek funding and integrate segments of the practicum into the personal and educational core service area of the youth development strategy.

Finally, the bond between the political actors who shape social policies, the writer, volunteers and personnel team, and the grassroot stakeholders, must continue to get stronger, and champion for the causes of children and youth.

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RECOMMENDATIONS

Addressing youth verbal and physical violence is a major concern. The problem is so widespread that every institution that affects the lives of children and youth need to bond together to put a stop to the madness.

Although the writer, along with the various volunteers, interest groups, staff and members conducted a successful practicum to help reduce the number of physical and verbal violent acts in the facility, much more work is needed to stem the problem.

To build on some of the accomplishments made by the writer and the interest group in his organization, the following recommendations were suggested.

1. Development of a plan to involve more parents, educators and business leaders.
2. A core interest group should be developed and serve as a lobbyist group who would pressure and persuade policy makers to allocate more funding for youth programs.
3. A case management system should be developed in order to record data and to keep track of members (Appendix L).
4. A special emphasis should be placed on teaching children at a very young age that they are responsible for their actions.
5. Along with intervention programs, an emphasis should be placed on eliminating grave problems facing children and youth, including broken families, welfare dependency,

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learned hopelessness, teen pregnancy, drug and alcohol abuse and child abuse and neglect.

6. Programs which educate children and youth about "time" and consequences for committing crime and acts of verbal and physical violence should be a major goal for youth serving organizations. Children and youth need to understand that there is a tomorrow and that if a crime is committed today for an instant gratification, the consequences will not go away the next day.

7. A partnership should be established with the police department to set-up a sub station in the facility or to have daily roll calls in the parking lot.

8. Steps should be taken to look at the physical design of the facility to see if modifications can be made to make the facility safer for members, volunteers, visitors, and staff.

9. Parents should be recruited to get involved in a security parents club.

10. Since politics play such a major role in determining policies in organizations, a youth board of directors could be formed and charged with the responsibility of placing demands on the board of directors to improve the climate in organizations (Appendix M).

11. Volunteer and staff should receive training and certification in crisis prevention.

12. A collaborative effort should exist between the community schools and the after school youth facilities. Youth having problems in the schools should be referred to

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after school programs, however, the youth development professionals and teachers should work together to help address the problems the youth are encountering.

13. Community Churches should become involved with referrals made by schools and after school youth facilities.

14. A questionnaire should be given to community stakeholders to solicit their feelings and attitudes about the scope of the problems confronting children and youth (Appendix N).

15. Members experiencing problems such as having outbursts and tantrums should be assigned to self-contained program areas which are staffed by instructors with skills in special education. However, as improvements are made in their behavior, they should be provided with opportunities to participate in the mainstream programs in the facility.

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DISSEMINATION

For educators, who are not yet familiar with the growing literature about grassroot youth agencies conflict mediation programs and how positive climates attract youth participation, this practicum is a good resource. Therefore, the writer will share copies of this practicum with the schools in his community.

Several youth organizations who are experiencing problems with youth participation and a high number of verbal and physical violent acts by participants will also receive copies of this practicum.

A local non-traditional University who provides educational opportunities for high risk students and students who are incarcerated, will receive a copy of this practicum.

Finally, information gleaned from the literature, as well as data generated from the intervention, will be used to write a grant to develop an alternative school for youth ages 16 to 19, who cannot return to public schools because of defiant behavior.

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APPENDIX A

MEMBERSHIP TRACKING FORM

MEMBERS TRACKING LOG

MONTH_____ YEAR_____

MEMBERS WHOSE MEMBERSHIP CARDS EXPIRED IN THE ABOVE MONTH WILL BE CONTACTED.

NAME	AGE	CLASSIFICATION	ADDRESS	PHONE	CODE

CODES:
M = Moved, Club too far away
LI = Lost interest
DPI = Discipline problem in club
JACYO = Joined another club or youth organization

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APPENDIX B

INCIDENT LOG SHEET

INCIDENT LOG SHEET

DATES	DAY	TIME	CAE	AREAS OF BUILDING NUMBER OF PEOPLE IN AREA YOUTH - ADULTS	CODE	WEATHER

VOLUNTEER OR STAFF MEMBER_____

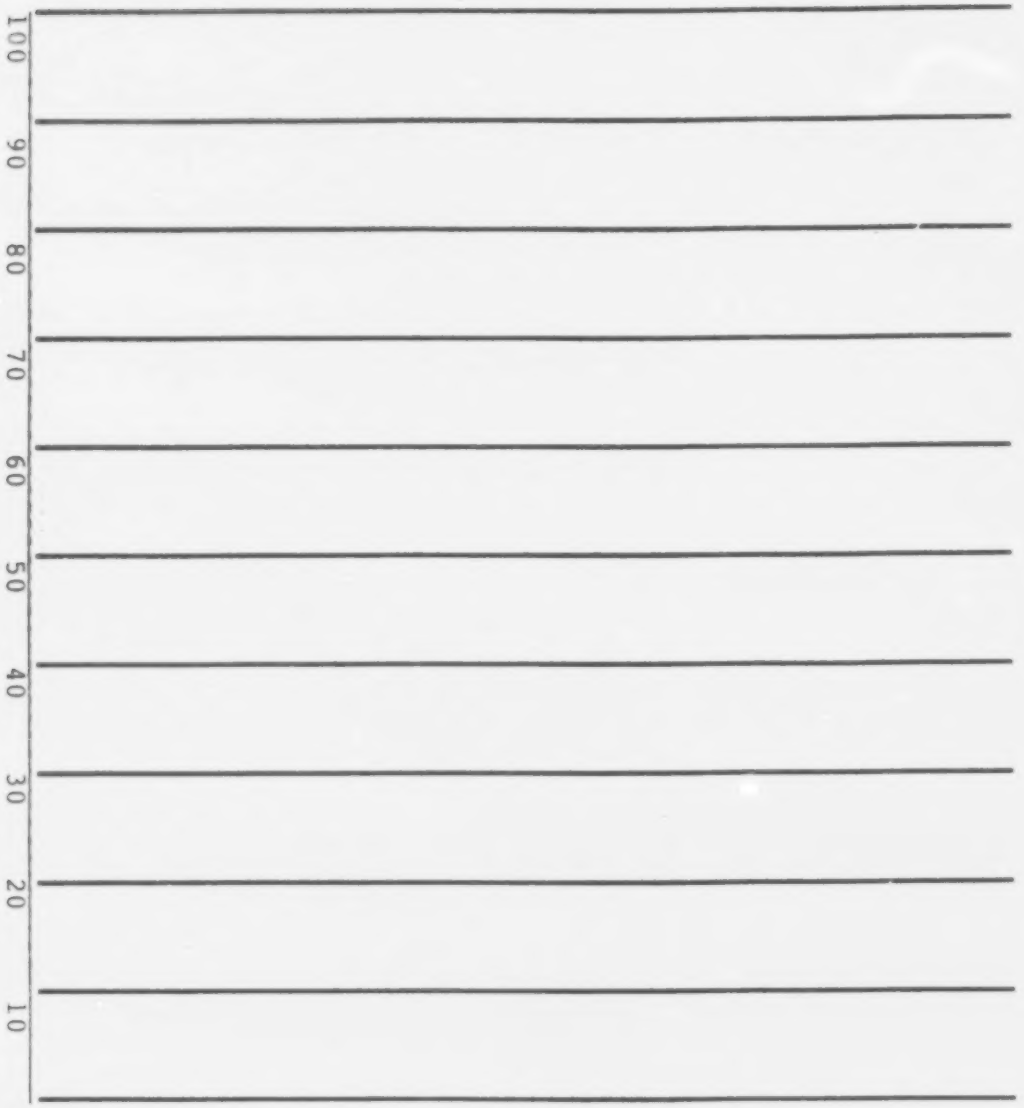
CODE				CORE AREA EVENTS-CAE	
Anger Behavior	- Ab1	Verbal Violence	- VV	H & PE	
Aggres. Behav	- Ab2	Rage	- R	SR	
Stress	- S	Boys	- B	CE	
Physical Vio.	- PV	Girls	- G	CLD	
Fear	- F			PED	
				OEE	

APPENDIX C

FOOTBALL AND CHEERLEADERS GRID

TOUCH DOWN: YOU HAVE SCORED TWO POINTS
YOU WILL BE INDUCTED IN THE WALL OF RESPECT

END ZONE



FOOTBALL GRID

START HERE

APPENDIX D

PLANNING BY OBJECTIVE FORMS

OBJECTIVES

Indicate:

# of Field Trips_____ Learning #_____ Reward #_____

NEED FOR PROGRAAM

PAC/YOURH INTEREST/NEED_____

_____

_____

TOWN MEETING/COMMUNITY INTEREST/NEED:_____

_____

_____

LOCAL YOUTH/COMMUNITY STATISTICS:_____

_____

_____

_____

Example #1: 15 teen youth expressed that they desired an overnighter becaue there are few programs for them.

Example #2: 10 parents inquired about an Early Bird program for the summer.

Example #3: Indiana Child states a 20% increase in 1992.

Action Steps _____ Date Completed

1. Make community contacts & plans
2. Schedule meeting day, field trips and incentives
3. Promote the program
4. Recruit members
5. Begin program
6. Evaluation

Indicate how this program will achieve the Youth Development Strategy principles in concrete measurable terms.

1. Feeling of competence

2. Feeling of usefullness

3. Feeling of power

4. Feeling of belonging

Criteria to measure success of program/and achievement of Youth Development Strategy; List indicators in concrete measurable terms in response to listed objectives:

Unit Director:

Program Director:

Core Area Director:

Staff Responsible:

APPENDIX E

PLANNING BY OBJECTIVE BUDGET SHEET

PROGRAMMING BY OBJECTIVES PLANNING GUIDE

UNIT:_____ SEASON:_____

PROGRAM NAME:_____YEAR_____

CORE SERVICE AREA:_____

QUALITY PROGRAM STATEMENT:_____ P.#_____

BUDGET

STAFF MEMBER:_____

X RATE OF PAY:_____

X # OF HOURS PER WEEK:_____

X # WEEKS_____

SUBTOTAL STAFF COSTS:_____

+ ESTIMATED SUPPLY COSTS:_____

TOTAL COST OF PROGRAM_____

GOAL OF PROGRAM:

OBJECTIVES - LIST IN CONCRETE MEASURABLE TERMS:

APPENDIX F

LETTER TO PARENTS

Dear Parent or Guardian:

Your daughter or son has applied and been selected by a committee to be trained as a peer mediator. Peer mediators are members who, with adult supervision, mediate disputes between fellow members. The members selected are known to be fair, reliable and good communicators.

Conflicts between members are a part of daily life in the Club. Conflicts that are most common include name-calling, rumors, threats, and friendships gone amiss. Mediation is a conflict resolution approach where disputants have the chance to sit face to face and talk, uninterrupted, so each side of the dispute is heard. After the problem is defined, solutions are created and then evaluated. When an agreement is reached, it is written and signed.

The trained peer mediator is the outside third person who leads this process. The mediator does not take sides and keeps all information confidential. Mediation is a skill that involves good communication, problem solving, and critical thinking.

Peer mediators will participate in _____hours of training.

The dates for training _____

The training will be located at_____

If you support your child's desire to become a peer mediator, please sign the attached form and have your son or daughter return it by _____

If you have any questions please call _____at_____

Sincerely,

Cut here----------

(detach and return to_____by_____)

I give my permission for_____
to participate in training and become a peer mediator.

Parent or guardian
signature_____Date_____

Address_____Phone_____
_____

APPENDIX G

WALL OF RESPECT

WALL OF RESPECT

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APPENDIX H

MEMBERS REACTION FORM

MEMBERS REACTION FORM

DATE_____
AGE_____ GENDER_____SCHOOL_____

1. WHAT DO YOU LIKE ABOUT THE CLUB?_____
_____
2. WHAT DO YOU DISLIKE ABOUT THE CLUB?_____
_____
3. WHAT ARE SOME OF THE PROBLEMS YOU SEE IN THE CLUB? PLEASE CHECK THE FOLLOWING ITEMS WHICH YOU THINK ARE PROBLEMS IN THE CLUB:

CLUB MEMBERS RUNNING	___	USE OF BAD LANGUAGE	___
HOUSEKEEPING	___	MEMBERS TALKING BACK TO STAFF	___
TOO STRUCTURED PROGRAMS	___	MEMBERS LACK OF RESPECT FOR PEERS AND STAFF	___
TOO MANY STRUCTURED PROGRAMS	___	LACK OF TEEN PROGRAMS	___
VERBAL CONFLICTS	___		
PHYSICAL CONFLICTS	___		

4. WHAT SUGGESTIONS YOU HAVE IN ORDER TO IMPROVE THE CLUB?
_____
_____
5. WHAT SUGGESTIONS YOU HAVE ABOUT GETTING MORE PARENTS INVOLVED IN THE CLUB?_____
_____
6. HAVE YOU HEARD OF THE S.O.A.R. PROGRAM? YES___ NO___
7. WHAT IS YOUR FAVORITE CLUB PROGRAM?_____
8. WHICH PROGRAM AT THE CLUB DO YOU LIKE LEAST?_____
9. HOW MAY FRIENDS HAVE YOU ENCOURAGED TO JOIN THE CLUB?___
10. DO YOU THINK THERE ARE TOO MANY MEMBERS WHO PARTICIPATE IN THE CLUB: YES_____ NO_____
11. HAVE YOU EVER HEARD OF THE FOOTBALL AND CHEERLEADER GRID BOARD OR WALL OF RESPECT? YES____ NO___
12. DOES YOUR NAME APPEAR ON THE FOOTBALL AND CHEERLEADER GRID AND WALL OF RESPECT? YES___ NO___

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APPENDIX I

WALL OF RESPECT RECORDING CHART

WALL OF RESPECT
RECORDING CHART

	POSITIVE BEHAVIOR		AREA OF CLUB	COMMENTS	POINTS	DATE
A.	1	Stating thank you				
B.	2	May I help you please				
C.	3	You did a good job				
D.	4	I am sorry				
E.	5	Conflict Intervention				
F.	6	Peer mediation				
G.	7	Breaking up a fight				
H.	8	Counseling				
I.	9	Problem solving				
J.	10	Use of thinking skills				
K.	11	Being a pal to a new member				
L.	12	Anger control				
M.	13	Crowd control				
N.	14	Shaking hands				

Signature _____ Date _____

Referral to Youth Jury [ ] Yes [ ] No

Date for Youth Jury Hearing: _____

Legend - Value of positive behavior

A = 2	H = 10
B = 3	I = 10
C = 3	J = 8
D = 4	K = 9
E = 10	L = 9
F = 10	M = 9
G = 10	N = 5

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APPENDIX J

EVALUATION FORM

EVALUATION

I Please rate the degree to which you feel the goals, and outcome objectives were met using the following scale:

Not met				Completely met
1	2	3	4	5

Please record your rating in the blank by each category

GOALS

1_____To help staff improve observation skills in identifying aggressive behavior that leads to acts of youth violence in the club.

2_____To reduce the number of reported incidences of verbal and physical violence in the club.

1_____Provide opportunities for 100 members to participate in the Cheerleader and football grid and Wall of Respect.

2 _____Provide opportunities for staff and members to be in weekly workshops on conflict mediation.

3_____Involvement of 50 parents and members as mentors to help provide help in diffusing aggressive behavior that may lead to violent acts by members and parents.

II Please rate the workshop in the following areas:

1. Content
   - Excellent _____
   - Good _____
   - Fair _____
   - Poor _____

2. Process
   - Excellent _____
   - Good _____
   - Fair _____
   - Poor _____

3. Facilitation
   - Excellent _____
   - Good _____
   - Fair _____
   - Poor _____

4.	Use of Video	Excellent _____ Good _____ Fair _____ Poor _____
5.	Small Group Feedback	Excellent _____ Good _____ Fair _____ Poor _____
6.	Interaction of Participants	Excellent _____ Good _____ Fair _____ Poor _____

COMMENTS

III What was your most significant learning?

VI Are there areas you would still like assistance in?

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V **Please evaluate your small groups/trainer using the following scale:**

POOR EXCELLENT

1 2 3 4 5

_____Knowledge

_____Communication Skill

_____Ability to facilitate interaction

Write the name of the trainer you worked with:

_____

_____

_____

_____

COMMENTS

APPENDIX K

PRETEST, MID-POINT TEST, POST-TEST

Please circle the best answer which describes the following statements:

1. A positive climate occurs in the club when the following conditions are present.
   A. Disorder
   B. Good Relationships
   C. Programs.
   D. None of these

2. Verbal violence can be detected by observing one of the following symptoms.
   A. Abusive language.
   B. Informal Conversations
   C. Talking loud.
   D. None of these

3. Physical violence occurs when one of the following situations happens.
   A. Disagreements.
   B. Shoving and exchange of hitting
   C. He said, she said.
   D. None of these.

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4. Which one of the following words best describes a peer leader.

   A. Competitor.

   B. A friend who helps

   C. A person of the same age and gives direction.

   D. None of these

5. After conducting a town meeting and a youth board of directors dialogue, the number one issue discussed was one o the following.

   A. Extended hours of operation.

   B. Violence

   C. School

   D. None of these

6. When a parent or caregiver enters the club ranting, using abusive language, and under the influence of drugs or alcohol, a staff member should perform the following:

   A. Confront the parent.

   B. Tell the parent to shut-up

   C. Politely ask the parent to come into an office, free of any spectators to discuss the problem.

   D. Don't say anything.

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7. If a member continues to display disruptive behavior, a staff member should consult the following:

   A. Member friend.

   B. Parent

   C. Adolescence Center

   D. School Counselor

8. At the conclusion of an athletic contest, staff and volunteers should do the following:

   A. Leave the area

   B. Supervise the area looking for any signs of possible confrontation.

   C. Put away all the equipment

   D. Hold a conversation with other staff and volunteers.

9. The building should be checked daily to search for one of the following.

   A. Lost books.

   B. Misplaced clothing.

   C. Any weapons, drugs or notes.

   D. None of these.

10. Conflict medication is best described by one of the following.

   A. How to avoid a problem.

   B. Talking about a conflict and reaching some agreement on resolving it.

   C. Letting a person or group fight or argue

   D. None of these.

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11. Which one of the following words best describes the positive interaction between staff, volunteers and members.

A. Mistrust

B. Competitiveness

C. Trust

D. None of these.

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APPENDIX L

MEMBERSHIP TRACKING FORM

MEMBERSHIP TRACKING FORM

_____
Code Number

Membership #_____ Date___/___/___ to ___/___/___

Membership Status:

Active_____Terminated of Inactive_____(Specify Reason)
Other_____(Specify)

New Juvenile Justice Involvement:____No____Yes (explain)

School Status: Stayed Same Improved Declined

Attendance	_____	_____	_____
Grades	_____	_____	_____
Behavior	_____	_____	_____

Average Club Attendance: Less than once per week___
Once per week___
Half the time Club open___
Almost daily ___

Club Disciplinary Actions: (If any (explain)

Accomplishments:
___ Achievement at Club
___ Acclaim Outside Club
___ Volunteering Service
___ Other (specify)

Gang Involvement: If any, (explain)

Referrals made to: (list)

Program Participation: (List programs from intake form and participation level.

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APPENDIX M

APPLICATION FOR YOUTH BOARD

APPLICATION FOR YOUTH BOARD

NAME_____AGE_____BIRTHDATE_____

ADDRESS_____SCHOOL_____

NAME OF PLITICAL PARTY_____

WHEELER BOARD MEMBER CAMPAIGN COORDINATOR_____

ADDRESS_____TELEPHONE_____

PARTY SLATE

A PRESIDENT_____AGE____ADDRESS_____
TELEPHONE_____SCHOOL_____

B VICE-PRES_____AGE____ADDRESS_____
TELEPHONE_____SCHOOL_____

C SECRETARY_____AGE____ADDRESS_____
TELEPHONE_____SCHOOL_____

D TREASURER_____AGE____ADDRESS_____
TELEPHONE_____SCHOOL_____

E PARTY MEMBER_____AGE____ADDRESS_____
TELEPHONE_____SCHOOL_____

F PARTY MEMBER_____AGE____ADDRESS_____
TELEPHONE_____SCHOOL_____

G PARTY MEMBER_____AGE____ADDRESS_____
TELEPHONE_____SCHOOL_____

H PARTY MEMBER_____AGE____ADDRESS_____
TELEPHONE_____SCHOOL_____

**PARTY SLATE SHOULD INCLUDE REPRESENTATION FROM THE FOLLOWING AGE CLASSIFICATION: CADET (5-7)
MIDGET (8-10)
JUNIOR (11-13)
INTERMEDIATE (14-16)
SENIOR (17-18)
ALSO PARTY SLATE SHOULD REFLECT BOTH GENDER.

PARTY PLATFORM - (DESCRIBE IN 50 WORDS OR LESS YOUR PARTY PLATFORM_____
_____
_____
_____

ON THE NEXT FEW LINES RESPOND TO THE FOLLOWING:
GOAL OF PARTY_____

_____

_____

_____

OBJECTIVES:
1._____
2._____
3._____
4._____

TIME LINE:

ACTIVITY	PROJECTED COMPLETION DATE

BUDGET NEEDED FOR CAMPAIGN:

REVENUE	EXPENDITURES
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.
11.	11.
12.	12.
13.	13.
14.	14.
15.	15.

REQUESTED DATES TO CAMPAIGN IN CLUB

DATE 1_____ ALTERNATE DATE_____
DATE 2_____ ALTERNATE DATE_____
DATE 3_____ ALTERNATE DATE_____

DATES APPROVED_____

YOUTH CAMPAIGN SIGNATURE_____DATE_____
BOARD MEMBER COORDINATOR SIGNATURE_____DATE_____
RECEIVED BY_____DATE_____

APPENDIX N

YOUTH VIOLENCE PREVENTION COMMUNITY ASSESSMENT

YOUTH VIOLENCE PREVENTION COMMUNITY ASSESSMENT

1. What is commonly believed to be the five most important causes of youth verbal and physical acts of violence in your community (rate from most important to least important).

A._____

B._____

C._____

D._____

E._____

2. Is acts of youth verbal and physical violence expected to change in your community in the future? ___Yes____No

If so, will it: increase stabilize decrease
don't know

On what is this opinion based?

3. How are the majority of youth programs classified in your community? (circle most frequent classification)

A. Structured (well-organized, defined, leadership. building centered)

B. Unstructured (loose-knit, little or no organization or leadership)

C. Spontaneous (groups that form through unplanned meetings which occur at events such as concerts or sporting events)

4. In what activities do the youth in your community specifically engage?

5. What is the typical profile of youth in your community:

Age: _____

School performance: _____

Home life: _____

Race/ethnicity _____

Substance abuse _____

Criminal Behavior _____

6. Describe any similarities and differences between the different types of youth in your area (for example, are there any differences between black, Hispanic, Oriental or White youth).

Similarities:

Differences:

7. Is there an interagency task force in your community that addresses the issues of youth violence and/or intervention? _____Yes _____No

If yes: Organization's name_____

Contact person_____

Address_____

Telephone_____

Goal_____

8. How effective has this task force been? (Why?)

9 Other than an interagency task force, are there additional youth prevention and/or intervention programs in your community? _____Yes _____No

If yes:

Org. Name_____

Contact Person_____

Address_____

Telephone_____

Basic Strategy_____

Org. Name_____

Contact Person_____

Address_____

Telephone_____

Basic Strategy_____